



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Kirk Fenton Parochial Church of England Voluntary Controlled Primary School

Main Street

Church Fenton

Tadcaster

LS24 9RF

Previous SIAMS grade: Satisfactory

Diocese: York

Local authority: North Yorkshire

Date of inspection: 7 November 2014

Date of last inspection: June 2011

School's unique reference number: 121571

Headteacher: Celia Curry

Inspector's name and number: Alan Thornsby 137

School context

Kirk Fenton serves Church Fenton and the surrounding villages. The majority of pupils are from a White British background. Since the last inspection a programme of new building has taken place to accommodate increasing numbers. There have been changes in staffing and governance since the last inspection, including a recently appointed chair of governors.

The distinctiveness and effectiveness of Kirk Fenton as a Church of England school are good

- The drive and commitment of the headteacher, staff and governors in reaffirming the distinctive Christian ethos of the school and communicating this to the whole community.
- The impact of Christian values on the attitudes, behaviour and achievements of all children that enable teachers to provide an effective, enjoyable and successful learning environment.
- The links between the school and church that fully reflect service in the community.

Areas to improve

- Develop greater understanding of the explicit Biblical links between the Trinity and church seasons in order to further the theological awareness of pupils.
- Improve the quality of worship and spiritual development through the work of the Worship Matters group so that everyone values and is involved in all stages of worship.
- Ensure opportunities for spiritual, moral, social and cultural (SMSC) development are recognised and embedded to enhance the new curriculum.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school has developed a secure Christian ethos expressed through 'Faith in ourselves, Hope for the future and Love for each other.' The Christian character of the school is obvious through displays, interaction between all members of the school and the links with local churches. Every action and decision in the life of the school illustrates that the Christian character is securely embedded, nurturing the school to fully blossom and develop. Children are confident and articulate because of the excellent relationships and behaviour that are based on trust and respect. Each individual child is able to achieve his/her potential as a result of high expectations, challenge and support of adults displaying faith, hope and love in all of their teaching. Children are enthused by a range of teaching and learning styles. This has, for example, enabled better rates of progress and higher levels of attainment to be achieved. A current school focus is the exploration and embedding of Spiritual, Moral, Social and Cultural (SMSC) development within the new curriculum. In addition to the range of out of school activities and the use of the local area, the school has begun a village based project exploring Church Fenton a hundred years ago. The project has involved talking with older residents, work on World War One and Remembrance. Pupils are learning dances to perform at a Tea Dance for the community. This is a further example of the strengthening links between school, church and community. Religious education (RE) has a high priority in school, recognised by work in individual pupil's book and class books such as 'Special stories to Christian and Muslims.' Children also have the skills to explore 'big questions' and recognise the origins of Christian and secular values. This is recorded in the class book 'What matters most to Christians, Humanists and me'. Pupils are very aware of the impact of Christian values on their lives. They have an understanding of the global nature of world faiths through RE. However, the school continues to develop a greater focus on cultural diversity through the STAR alliance partnership. They also recognise that faith and belief are 'inside a person', commenting, 'it is how you behave that is important, not your appearance.'

The impact of collective worship on the school community is good

Collective worship is a key part of the day for everyone to come together to learn and to worship, with the message impacting on the rest of the day. Themes are based on a series of Christian values, with links to Bible teaching, everyday life and the school core values. A comprehensive policy, thorough planning and evaluation maintain the profile of worship as an aspect of the distinctive Christian character of the school. Although there is a range of procedures to monitor worship, the school has recently introduced a 'worship matters group' of pupils and adults, with a focus to increase the quality of worship through planning delivery and evaluation. Clergy from the local Anglican and Methodist churches have extensive roles in the life of the school, supporting the curriculum, the worshipping life of the school and teaching singing. Children enjoy learning about the life of Jesus and Bible stories. Although children can relate events from the life of Jesus they currently have a limited awareness of the Trinity within the church year. Pupils share a greeting and response to mark the beginning of worship that has a focus table with liturgical colours, candle and Bible. Worshippers are engaged by the lively presentation and opportunities to interact. For example, the differences between clever and wise were very effectively explored and explained through questions and events in the life of Jesus. Adults are part of worship and join in with responses and in the joyful singing and actions. For example, the fellowship of the school is clearly evident as everyone links together for the verse 'He's got everybody here in His hands.' Pupils understand prayer as a time to talk with God and recognise that 'we may not realise that He has answered us.' They recognise the value of class reflection areas and their books for prayers that are used in worship. Pupils nominate peers in the 'Values box' for displaying the current value. This is recognised on the weekly celebration assembly, as well as parent newsletters. Pupils' work is displayed in church and they make regular visits to church. They contribute to

worship in church. For example, pupils and the curate planned and led the Remembrance Day service. This interactive service, with links to a local soldier killed in World War One brought the whole village community together. Children are also aware of belonging to a wider worshipping community with 'Messy Church' held in school.

The effectiveness of the leadership and management of the school as a church school is good

The head has a passion to ensure that every child as a unique child of God has the entitlement to the best learning opportunities. The holistic approach to the school ethos, its impact on the whole life of each individual child is recognised by the whole school community. This has resulted in knowledgeable governors, who challenge and support all in school to work together. They ensure that adults understand and reflect Christian values in their lives to ensure that each child is able to reach their potential. Adults in school are supported by curriculum and personal development, for example the recent initiative to raise the profile of RE teaching in school. This is resulting in improving standards of attainment. Foundation governors recognise their obligation to maintain the Christian ethos of the school and the well being of everyone in school. They are part of the group involved in evaluating the impact of the distinctive Christian character of the school. They also recognise the leadership qualities of the headteacher in developing the school. The issues from the previous inspection have been addressed, enabling the school to continue to develop. This illustrates how the school has been able to make sustained progress in a short term. Cycles of review and robust action planning, informed by regular reports from the headteacher, provide an accurate picture of the school's performance. These and the specific action plans to further develop the Christian character of the school indicate that the school has a good capacity to achieve its aspiration to becoming an outstanding church school. Adults in school are valued as individuals. They readily relate how the ethos permeates and affirms their professional and personal lives, with a typical comment 'Everything reflects a shared understanding of school values.' They also recognise the helpful and supportive staff team, led by the example and drive of the headteacher. Everyone in school recognises the priority and role of RE and worship as part of the distinctive Christian character. Parents are proud of the school and its impact on their children. They comment 'children feel confident, valued and safe.' They also recognise the quality of the pastoral support of the school for children and parents, and how school values are shared at home. They explain school forges links between the church and village community through events such as Messy Church, the Nativity Parade and ELF (Everyone Loves Fenton) scarecrow display. Involvement in the recently formed Sherburn, Tadcaster and Rural (STAR) Learning Alliance supports the work of staff, and governors as well as providing opportunities for children from different schools to work together.

SIAMS report November 2014 Kirk Fenton LS24 9RF